

---

# GCE

# GERMAN

Unit 2T/V Speaking  
Mark scheme

---

2660  
June 2014

---

Version/Stage: 1.0 Final Mark Scheme

---

---

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

**Unit 2**

The assessment objectives will be allocated in the following way.

		<b>% of AS</b>	<b>Marks</b>
AO1	Response to spoken language	16	25
AO2	Response to written language	6	10
AO3	Knowledge of grammar	9	15
	<b>TOTAL</b>	31	50

The marks will be allocated in the following way.

		<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
Part 1	Stimulus material		10	
Part 2	Conversation	25		
Overall	Knowledge of grammar			15

The following criteria will be used.

**UNIT 2**

**Part 1 Discussion of stimulus card (A02)**

Mark	IN RESPONSE TO THE STIMULUS QUESTIONS
5	Develops a wide range of relevant points.
4	Develops a number of relevant points.
3	Some relevant points made but with little development.
2	Responses brief and lacking in development.
0 - 1	No or very little meaningful response.

Mark	IN THE MORE GENERAL DISCUSSION
5	Responds to all opportunities to express and develop ideas and opinions.
4	Some evidence of developing ideas and opinions.
3	Ideas and opinions are simplistic and under-developed.
2	Meaningful ideas and opinions are rarely expressed.
0 - 1	No or very little meaningful response.

**Part 2 Conversation (A01)**

Mark	Fluency
9 - 10	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.
7 - 8	Prompt to respond but hesitating regularly between and during utterances.
5 - 6	Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.
3 - 4	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.
0 - 2	Little or no fluency.

Mark	Interaction
9 - 10	Sustains a meaningful exchange; takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas.
7 - 8	Reacts reasonably well with some but infrequent evidence of spontaneity in response to opportunities to develop ideas.
5 - 6	Tends to react rather than initiate but attempts to give additional information. Little evidence of spontaneity and much use made of pre-learnt responses.
3 - 4	Generally dependent on the examiner. Volunteering little additional information. Excessive use made of pre-learnt responses.
0 - 2	Little or no significant reaction.

Mark	Pronunciation and Intonation
5	Good
4	Fairly good
3	Intelligible
2	Poor
0 – 1	Barely intelligible

### Knowledge of Grammar (A03)

This is an overall assessment of the student's performance in both parts of the test.

Mark	
13 – 15	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.
10 – 12	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
7 – 9	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.
4 – 6	Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English is intrusive.
0 – 3	Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences.

**Total for Paper = 50 marks.**

## Notes

### Part 1

The first 5 marks (“in response to the stimulus questions”) are awarded solely on the basis of the student’s responses to the printed questions on the stimulus card. Once the 5 printed questions have been answered, the examiner awards the mark out of a maximum of 5 and then moves on to mark the wider discussion. This wider discussion can either pick up on points following on from the printed questions or can move into the wider sub-topic area specified on the stimulus card.

Teacher-examiners should aim for a balance of approximately 2 to 2½ minutes for response to the printed questions and another 2 to 2½ minutes for the wider discussion. However, students who answer the printed questions in less than 2 to 2½ minutes may still have access to the higher mark bands as long as they meet the requirements of the criteria.

If teacher-examiners ask supplementary questions in between the printed questions (except where students fail to answer the initial question in sufficient detail), the student responses to the supplementary questions (ie those questions not printed on the stimulus card) do not attract any credit. The first mark out of 5 is awarded solely for the student responses to the printed questions.

A meaningful discussion must take place after the 5 printed questions which should also last 2 to 2½ minutes. The teacher-examiner must ensure that the discussion develops logically within one or two aspects related to the stimulus card and does not simply invite the student to give entirely pre-learnt responses to familiar questions on preferred aspects of the sub-topic. Such performances will be restricted to a maximum of 2 out of the 5 marks available for the wider discussion.

### Part 2

The *Instructions for the Conduct of the Examinations* state that approximately 3 minutes must be allocated to each of the 3 topics to be covered in Part 2. Therefore, a student who spends less than 2 minutes on any topic in Part 2 will have his/her mark for Interaction reduced by one band, eg a student who is judged at 8 marks would have the mark reduced to 6. A student judged at 9 marks would have his/her mark reduced to 7. This same ruling will apply to students who do not meet the requirements of the specification for the test to cover all 4 AS topics. This may occur if the teacher-examiner covers a topic in Part 2 which has already been covered in Part 1. Students who are affected twice by this ruling will have their mark for Interaction reduced once only.

This will be indicated by a downward arrow adjacent to the mark for Interaction on the STMS form.



**A-Level Advanced Subsidiary  
Unit 2 – Speaking  
Examiner Marking Summary**

**Student Name:** \_\_\_\_\_

**Student Number:**

--	--	--	--

**Stimulus card:**      **A    B    C    D    E    F**

**Centre Number:**

--	--	--	--	--

(please circle as appropriate)

(Delete topic of selected card)

**Part 1: Discussion of stimulus card      AO2 10 marks**

<b>Topic</b>		
--------------	--	--

Mark	In response to the stimulus questions
5	Develops a wide range of relevant points.
4	Develops a number of relevant points.
3	Some relevant points made but with little development.
2	Responses brief and lacking in development.
0-1	No or very little meaningful response.

Mark	In the more general discussion
5	Responds to all opportunities to express and develop views and opinions.
4	Some evidence of developing ideas and opinions.
3	Ideas and opinions are simplistic and underdeveloped.
2	Meaningful ideas and opinions are rarely expressed.
0-1	No or very little meaningful response.

**Part 2: Conversation      AO1 25 marks**

Nominated Topic	Third Topic	Fourth Topic
		<b>See stimulus card above</b>

Mark	Fluency
9-10	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.
7-8	Prompt to respond but hesitating regularly between and during utterances.
5-6	Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.
3-4	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.
0-2	Little or no fluency.

Mark	Interaction
9-10	Sustains a meaningful exchange; takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas.
7-8	Reacts reasonably well with some but infrequent evidence of spontaneity in response to opportunities to develop ideas.
5-6	Tends to react rather than initiate but attempts to give additional information. Little evidence of spontaneity and much use made of pre-learnt responses.
3-4	Generally dependent on the examiner. Volunteering little additional information. Excessive use made of pre-learnt responses.
0-2	Little or no significant reaction.

Mark	Pron. & Int.
5	Good
4	Fairly good
3	Intelligible
2	Poor
0-1	Barely intelligible.

**Knowledge of Grammar      AO3 15 marks**

This is an overall assessment of the student's performance in both parts of the test

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences.				Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English intrusive.			Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.			Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.			A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.			

PART 1	
Response	General Discussion
/5	/5

PART 2		
Fluency	Interaction	Pronunciation/Intonation
/10	/10	/5

<b>AO3 Overall</b>
<b>/15</b>

**TOTAL      /50**